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STATE COMPENSATORY EDUCATION PROGRAM.
SAN FRANCISCO UNIFIED SCHOOL DIST., CALIF.

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A COMPENSATORY EDUCATION PROGRAM IN SAN FRANCISCO, CALIFORNIA, USED FIELD TRIPS TO BROADEN THE EXPERIENCE OF CHINESE, NEGRO, AND SPANISH-SPEAKING CHILDREN IN DISADVANTAGED AREAS. THE GOALS OF THE PROGRAM WERE TO DEVELOP THE STUDENTS' LANGUAGE SKILLS, INCREASE THEIR MOTIVATION, AND BROADEN THEIR CULTURAL BACKGROUND. EFFORTS ALSO WERE MADE TO ENHANCE THEIR ASPIRATION LEVEL AND SELF-IMAGE, ENCOURAGE PARENTAL PARTICIPATION, AND MAKE USE OF COMMUNITY RESOURCES. THE TRIPS WERE PLANNED BY PROGRAM TEACHERS IN COOPERATION WITH REGULAR TEACHERS. IT IS FELT THAT THE PROJECT WAS SUCCESSFUL AND SHOULD BE DEVELOPED INTO AN ONGOING PROGRAM. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

State Compensatory Education Program

June 1965

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF COMPENSATORY EDUCATION

STATE COMPENSATORY PROGRAM
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Description of Project Population

The local program, under the McAteer Act, is centered in schools located in neighborhoods where bilingualism is prevalent and economic need may exist. Included in the study are youth from predominantly Chinese, Negro, and Spanish-speaking backgrounds. It is one of several programs provided in San Francisco to meet the needs of disadvantaged youth.

Many of the pupils have had limited experience outside of their immediate environment. Their explorations of the outside world have been infrequent or non-existent. For many there has been little opportunity to observe natural beauty, to visit landmarks of interest and importance, or to draw upon the abundant resources in the community in such areas as those of art, nature study, and educational, business, industrial, and professional activities.

For example, the Chinese and Spanish-speaking children are often handicapped in school because of the limitations imposed by their particular neighborhood. In the Mission District it is possible for the Spanish-speaking child to live his life outside of school hours without having to speak any English. In this area are stores, restaurants, and theaters where Spanish is chiefly spoken. Here, also, may be found books, magazines, and newspapers written in Spanish. In this district live his friends and many relatives who converse in the language. Such limitations in English usage retard the foreign speaking child from keeping pace with his classmates in reading and in learning the necessary English vocabulary to succeed in school.

In addition to suppression of English language skills are restricted social contacts which prevent the child in his developmental years from learning the cultural values and attitudes of his new environment. Constant exposure to relatives and friends from a similar culture tends to reinforce the attitudes and values different from the dominant society.

The students living in a low socio-economic environment are restricted, in the main, to experiences within their own living perimeter. Although, on occasion, the child does venture from his neighborhood, he seldom chooses to visit museums, art galleries, historical sites or to attend mustical activities. Such social isolation prevents the child from gaining new cultural experiences. Also, in not learning of the demands made on the individual by an urban society the child from a low socio-economic area seldom realizes the importance of advanced schooling and thus is not motivated or fails to take advantage of educational opportunities.

Typically, youngsters who come from such an environment lack communication skills and find it difficult to respond to so-called "normal" teaching methods. Because of home and community environmental conditions which give rise to language, cultural, and economic disadvantages, the latent talents of many of these students remain undiscovered and are not adequately developed.

Within these communities it is possible to identify in varying degree, some distinguishing features such as low academic achievement, high transiency, deviant language patterns, irregular attendance, discipline problems, and lack of communication with parents.

The San Francisco program includes approximately 1700 pupils. These pupils are now in the high second and high eighth grades and have participated over a period of two years.

Objectives

The Superintendent's Compensatory Program and the Ford Foundation Project for disadvantaged youth made it possible to develop several motivational and enriching approaches to learning. In these programs it was found that every available way to increase background and extend experiences should be used. Teachers used multiple media techniques for introduction to language experiences. Films, filmstrips, photographs, records, listening centers, storytelling, resource visitors, and field trips were an integral part of the class experience. It was important to recognize the added need for these when serving disadvantaged youth.

In developing the McAteer proposal, it was felt that field trips into the community, taken for the purpose of enriching and broadening pupil experience, offered unlimited opportunity for the development of language skills in real situations. The program structure offered pupils learning experiences outside the classroom, experiences planned to broaden their cultural background, to increase their understanding of the world of work, and to motivate and stimulate them educationally and culturally. The planning of the trip, the trip itself, and the follow-up in the classroom provided a series of highly effective learning activities. In addition, use of resource visitors and trips enhanced vocational and occupational planning for older pupils. Finally, inclusion of parents on trips exposed them to new experiences which could be shared with the entire family unit. In other words, field trips became the vehicle for introducing content information.

Specifically, it was anticipated that through extended experiences outside the school the program would provide for:

1. Development of language skills
2. Increased motivation
3. Broadened cultural background
4. Heightened level of aspiration
5. Improved image of self
6. Greater parental participation
7. Increased use of community resources.

Implementation of Program

Following the selection of the project staff the Director met with them to discuss orientation of the program and staff responsibilities. Additional meetings were held to plan types of trips, evaluation techniques, etc. A meeting of principals was arranged early in the program to share plans and to include their thinking. Teachers in the 12 project elementary schools met in small groups to learn about the project and to offer suggestions for its initiation. Curriculum assistants and principals in each of the four junior high schools met with their representatives to discuss how the program would work in the respective junior high schools.

The initial planning included listing possible trips which could be taken and which were related to the grade level subject matter. The list was narrowed to include only those experiences which could be provided during the project year.

Project teachers were responsible for determining the kinds of trips that would be most meaningful. This was accomplished with the help of Central Office staff, building principals, curriculum assistants, and teachers. Once the tentative list was prepared, it was necessary to arrange for implementation of the program.

The staff telephoned, wrote, and visited. A great deal of time was spent in identifying individuals who could help make the field trip program a reality. Because there were large numbers of students involved not every organization contacted could accommodate the group. It was also felt that any trips taken should be the kind that would be available to other students in the future.

In each case the project staff experienced the trip prior to the students and teachers in the schools. This was necessary in order to provide meaningful materials, to determine bus schedules, to plan pre-trip information for the classroom teachers, and to "iron-out" possible problems. These pre-visits made it possible to arrange for lavatory facilities, to talk with site guides, to prepare for lunch facilities, and to indicate routes of travel on small road maps for use by teachers and children, to secure materials describing the area visited, to plan the itinerary for the bus driver, and to provide lists containing things to look for enroute, and in-service training related to special trips.

Lists of books, films, and filmstrips which tied into the anticipated trips were prepared and shared. Pictures, descriptive information, and samples of materials were sent into the classrooms. Arrangements were made for the School District's FM radio station to broadcast information and music prior to a trip and then following the trip. Project staff also visited the classrooms as often as possible to work with the teachers in preparation for trips and in culminating activities.

Project staff accompanied teachers and children on trips. On some days it was possible for all teacher-consultants to go along with the groups; at other times, when classes were going to different destinations, it meant breaking up the team.

During the first year of the project all 1st grade children were taken to the top of Twin Peaks for an orientation of their city and to Diamond Heights to observe actual construction of homes and apartments; to see a live theatrical production of Cirderella; to see a ballet performance of Sleeping Beauty; to the junior museum for a science and art experience; and to a dairy farm. In addition to these planned "long-distance" trips, most teachers provided short neighborhood exploratory tours.

While in the first grade pupils were introduced to their city from a high vantage point, as second graders they began their year with a look at the city and its skyline from a boat on the Bay. Other enriching experiences included viewing a live production of Rumpelstiltskin; spending a day on Angel Island; walking in and observing plant life at the Arboretum in Golden Gate Park; observing art collections at the Museum of Art, and seeing the children's art contributions at the De Young Museum. In addition, there were opportunities for selected children to visit schools in other neighborhoods where they spent the day as guests in compensatory classes sharing orally and through art the experiences that all of them had in common.

During the first year junior high students crossed the Golden Gate, San Rafael-Richmond, and the San Francisco-Oakland Bay Bridges; observed the Corps of Engineers' Bay Model in action at the Sausalito facility; toured Navy ships anchored at Treasure Island; attended the Cinerama performance of How the West Was Won; visited Mission Dolores and the Presidio; toured Mission San Francisco Solano de Sonoma, Salvadore Vallejo's Home, and Jack London's Wolf House in the Valley of the Moon; saw the ballet performance of Sleeping Beauty; and were escorted through the De Young Museum and Steinhart Aquarium. Side trips to nearby places were taken to provide motivation for employment and identification with minority group representatives.

Although a diet of varied experiences was planned for the second year the major emphasis was on occupational exploration. Trips were planned, based on pupil interest, to installations of all sizes so that the many kinds of work-stations could be seen and personnel could be questioned. Among the places visited were the Ford Motor Assembly Plant at Milpitas, Del Monte Cannery, Pacific Telephone, Crown Zellerbach Paper Co., United Airlines Maintenance Base, Western Greyhound, KGO-TV, Treasure Island Naval Station, Hall of Justice, Mt. Zion Hospital, San Francisco Beauty College, and Hilltop Beauty Salon. Pupils and teachers felt that these visits were most profitable.

Educational institutions received their share of visitors also. Student groups were taken to John O'Connell, San Francisco Unified School District's Vocational High School and Technical Institute; Cogswell Polytechnical College; City College of San Francisco; San Francisco State College; University of San Francisco; Stanford University; and the University of California.

All pupils also had an opportunity to attend a symphony performance at the Opera House.

During the two year pilot program invitations were extended to leaders of the community to meet with the student body in each of the schools. In one school an "Occupational Profiles" lecture series was held on Thursday mornings before school

with an open invitation for all who wished to attend career oriented meetings. Hundreds of students, some parents, and many teachers came to hear such dignitaries as Judge Laurence S. Mana, Judge of the Municipal Court of the City and County of San Francisco; Dr. Thomas Wai Sun Wu, D.D.S.; Mr. Silas O. Payne, Attorney at Law, Realtor, Financier; Miss Jade Snow Wong, Phi Beta Kappa, Author, Ceramist; Dr. Harold Spears, Superintendent, San Francisco Unified School District; Dr. Louis Batmale, Coordinator of Technical-Terminal Instruction, City College of San Francisco; Dr. Edwin Owyang, M.D.; Honorable Leo T. McCarthy, Supervisor, San Francisco, California; Mr. Paul Louie, President of the Bank of Trade, San Francisco; Mr. Lee Noble, Director of Public Affairs, KRON T.V.; and Thomas J. Cahill, Chief of Police, San Francisco, California.

In other instances speakers were invited to meet with classes or in assembly programs at the school. Participants included Mr. Herman Gallegos, past National President of Community Service Organization; Dr. William Cobb, Human Relations Officer of the San Francisco Unified School District; and Mr. James Herndon, Education and Special Products Chairman, Negro Cultural and Historical Society.

The role of the project teachers may best be described as one of working with the regular classroom teacher as a team helper. They assumed responsibility for the details necessary for implementing the trip as an educational experience. Each classroom teacher, however, was an important part of the team. The success of the educational experience depended on how effectively each trip was introduced to the pupils and what happened following the experience.

Evaluation and Outcome

It has already been pointed out that students whom we identified as disadvantaged frequently lacked language facility and skill. They also lacked experiences which they could share with each other and which could be understood by all.

It was interesting to observe how the lives and language patterns of the students changed as a result of their experiences away from school. Many pupils were sharing a common experience for the first time which they could discuss and about which the others were knowledgeable. There was new motivation for learning as a result of lifting their horizons through different experiences. No longer were they merely going from home to school and back again. Now, something different happened after they arrived at school. Collectively they were introduced to new learnings which they all experienced and shared.

For some it also meant inclusion of parents in the same experiences. In any event, there was sharing at home of the day's activities. Many parents checked to see if what their children were reporting was true. It was hard for them to believe that their boy or girl was having this rich experience. They wondered who was paying for the trips and they were pleased with what was happening as a result of them. A number of parents accompanied the classes on trips as a result of such inquiries.

Many of the students who originally were reluctant to talk in class are now volunteering information. They are also more alert to the things about them. When they talk it is surprising how much they have seen.

It is possible to identify a growing vocabulary. Words never before used by the children are now a part of their everyday vocabulary. Visitors to classrooms are pleasantly surprised by classroom newspapers and labels beneath pictures which reflect the enlarged and different vocabularies. Opportunities for written expression are meaningful and plentiful. Motivation for pre- and post-trip research is evident.

Although the increase in language skill is evident, it is important to comment on the changes in interest in social studies and science. Participating in trips has opened new doors for learning. Visits have made pupils more aware of communication, transportation, inter-dependency, differences in city and county living, etc. Many students have indicated that they were introduced to what may be their life's work as a result of one of the many field trips.

Art and music are a vital part of the program. Comparisons of early drawings with more recent ones show growth in pupil perception. Children appear to see more detail which is reflected in their illustrations. Use of color, details, and arrangement give evidence of more than normal anticipated growth.

Creative music is in evidence in several rooms. Stories to music, or feelings reflected in song, are encouraging signs that creativity is being developed. Improvisation and dramatic play, both in classrooms and during play periods, are further examples of growth following experiences.

Growth in social skills, attitudinal change, cultural enrichment, improved self image and change in level of aspiration are additional areas which have been commented upon by classroom teachers. Evaluation forms and letters make reference to such change. Children attend school more regularly in order to prepare for and to take trips. They even behave better to make sure that they are not left behind. Of course this has not happened overnight, nor has it happened for <u>all</u> pupils, however, specific cases of such changes have been submitted.

Many interesting and profitable experiences were made possible because of field trips. Notices were written to parents which were prepared in English, Spanish, or Chinese. Use of community people in the preparation of these notices created interest in the program. Because of cultural differences it was necessary in some instances to work closely with parents to convince them of the importance of trips.

Close cooperation of the Police Department, Park and Recreation Department, Municipal Railway, as well as many private organizations made the planning and execution of trips much easier. Certainly it should be pointed out how helpful everyone tried to be in making sure that the trips were successful experiences for the children.

Records were kept by the project teachers to determine how many of the trips were new experiences for the students - in other words, how many were going to each destination for the first time. For example, as many as 98% of those going to a farm, Treasure Island (over 3 bridges), Junior Museum, Sonoma, and the ballet had never had previous experience with these activities. Approximately 70% of the junior high students had never been to the Aquarium or De Young Museum. Of all

the first graders who went to the top of Twin Peaks and Diamond Heights 90% had never been there before. Comparable figures were cited for trips to the symphony, airport, Milpitas and places of vocational interest. It was also evident that these were new experiences for approximately 200 parents who accompanied the groups.

As a result of the 2 year program several new doors to learning were opened. For example, the Josephine Randall Junior Museum, operated by the San Francisco Recreation Department, provided "tailor-made" lessons for elementary school pupils. Approximately 1,000 first grade pupils, many parents, and 36 teachers visited the facility during hours when it normally would not have been available to such a group. School and Recreation authorities recognized the importance of this experience.

In planning trips to the arboretum, museum of natural history, and art museum the project staff arranged for special meetings for the teachers who were to bring their classes. This new and worthwhile service made it possible for teachers to be better informed before bringing their children. This kind of preparation is a new resource which will continue to be available to teachers so that future classes may benefit.

In each instance cited above greater use was made of an existing facility. No new investment of money was necessary to provide the enriched learning for the students.

Although most teachers have always included trips in their planning of well-rounded educational experiences, some may never have realized the potential or effectiveness of the experiences introduced as a result of the project. A simple trip to Twin Peaks taken for orientation purposes proved to be the one with the most lasting results. Children are constantly recalling places they saw from the bus on their first trip.

Another benefit was a recognition that proper class coverage should be considered when planning trips for junior high students. It is important that junior high teachers of English and/or Social Studies accompany the class on the trips if the full potential is to be received. It is the teacher's responsibility to properly prepare the class for the experience, and likewise to handle post-trip activities. In order to do a good job of this they must have the same experience as their students.

In order to make this possible, substitutes were hired to remain at the schools and take the classes of teachers who were out on trips. From the success of this has come the recognition that substitute time is necessary for relief of teachers not only for trips but to visit other classes where demonstration lessons may be offered or techniques and materials are being presented and discussed.

Finally, because of the success of the experiences during the first year, it was possible to provide increased local funds for trips in the Superintendent's Compensatory Program. The State program served as a catalyst for interest and funding.

Summary

There is every reason to believe that the objectives of the program have been met. Children are using new vocabulary as a result of experiences. It is quite obvious, when visiting classrooms, which children have had extended experiences away from school and those who have had a more restricted experience.

Increased motivation may mean many things. There is evidence, however, that less absences occur since the pupils do not wish to miss the trips. The written compositions are better prepared, more reflective of experience than of note-taking from reference materials, and neater. Behavior has improved for the few who were troublesome since they don't wish to be left behind. Teachers are ready to take more trips because of the help provided them.

Opportunities for visits to the various museums, points of interest in and around the City, to the symphony, ballet, and live theater are concrete examples of exposure to cultural enrichment activities. The teachers have had a chance to whet the appetities of their pupils and they know that there has been a positive response.

Elementary school age children and junior high pupils have visited and talked with men and women in many walks of life. They have seen these people work at dull, but necessary jobs as well as exciting ones. Many pupils have indicated choices of vocational interest based on these experiences.

Merely a chance to visit a school of higher learning has helped provide the spark for additional education. Many pupils have expressed their recognition of the need for a diploma, special training and skill, and reasons for doing well or trying hard now. Perhaps not all have gained heightened aspirational levels, however they have all had an opportunity to see for themselves.

Last year it was reported that one Mexican girl improved her attitude toward Spanish-speaking peoples as a result of a visit to Sonoma to see some early Spanish contributions. More and more has there been opportunity for pupils to identify with members of their own racial and ethnic background and to learn of the contributions to the American scene.

Opportunities for success in school have also increased the good feeling of pupils toward their accomplishments. They have been able to learn from first hand experiences and have made purposeful contributions in English and Social Studies classes. "Nothing succeeds like success" -- and this has helped to improve many egos.

Parents have been most wonderful. Although their involvement was slow at first it gradually built up. Several took time off from work to accompany children on trips. Some went on every trip. Others served as resource personnel, coming into classrooms to share stories or experiences, to show articles of clothing or equipment related to the trip, or to help as aides. As a result of their involvement attitudes of teachers have changed. Greater use of local facilities, including art galleries, the Arboretum, and the Junior Museum have been reported.

Pupils have had many experiences with bus drivers, policemen, public or governmental workers, and local business people. They have had a chance to see that adults are interested in their welfare and learning potential. A new image has been created - a positive feeling.

For the junior high pupils the world of work has come closer to them. Pupils have had an opportunity to complete application blanks for employment, to make an occupational choice for a visit, to research their choice, and to talk with resource people knowledgeable about this choice. The small group visits were profitable and enjoyable.

These were the aims or objectives. Everyone concerned with the project feels that they have been accomplished. In addition there is the feeling that this will be an on-going program for everyone involved. If funds are not available fewer trips will be taken. But, based on what has been observed, there will be a continuation.

Appreciation is expressed to all who made it possible for San Francisco to be a participant in the McAteer Act Program.